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ABSTRACT

This report contains the proceedings of a 7-day training course for top-level professionals in adult education and development held in Kenema, Sierra Leone, in April 1990. Section I is an introduction to the report, giving the background of the orientation course. Section II deals with the official opening ceremony and provides welcoming and opening remarks. Section III presents the following five talks by visiting speakers that offer a theoretical framework for the discussions on the case studies: "Management and Leadership Styles in Development" (M. B. Lamin); "The Participative Principle in Nonformal Education" (M. B. Lamin); "Strategies for Cooperation in Rural Development" (E. M. Senesie); "Resources: Mobilization, Allocation, and Use" (G. M. Sellu); and "Foreign Aid and Its Implications: Some Questions" (Christiane Kayser). Section IV contains summaries of reports of group discussions of the six case studies that formed the pivotal point of the training. Titles of the case studies and the group reports are as follows: "The Director"; "The Village Clinic"; "Namusu Integrated Rural Development Project"; "The Museum Project"; "A Village School Project"; and "Donors and Recipients." Section V provides comments on role plays related to the case studies that groups were required to act out. Section VI presents results of an evaluation in which participants indicated the following: (1) they believed they learned skills that make a good leader; (2) they wanted to learn more about various aspects of course content; and (3) they were satisfied with the training course. Appendixes include the case studies, evaluation form, and course program. (YLB)

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REPORT ON

ORIENTATION COURSE FOR TOP LEVEL PERSONNEL IN ADULT EDUCATION AND DEVELOPMENT

PREPARED BY

The Adult Education Unit (MECAS)

WITH SUPPORT FROM

The German Adult Education Association (DVV)

FREETOWN 1990.

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REPORT ON

ORIENTATION COURSE FOR TOP-LEVEL PERSONNEL IN ADULT EDUCATION AND DEVELOPMENT

Edited by:

M. B. Lamin

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Messrs Benjamin Coker and Samuel Koroma who served as Rapporteurs during the 7-day training course accurately recorded the day-to-day proceedings and prepared the draft report. Miss Christiana Thomas typed the original draft.

The report in its present form differs from the original mainly in the organisational aspect. After editorial work by the convener, the polished report was typed by Miss Darlinda Mackay. Other support service, including printing and binding, were offered by Messrs Abu-Bakarr Sesay, Edward Jusu and Mustapha Janneh. Cover design was by Miss Hawa Gembeh.

We extend our thanks to all of them.

Section I

INTRODUCTION TO THE REPORT AND BACKGROUND TO COURSE

A. Introduction

The seven-day orientation course for top-level professionals in the field of Adult Education and Development was held at the Technical Training Institute in Kenema from 19-25 April 1990. Course members were drawn from adult education institutions such as teacher training colleges, the Institute of Adult Education and Extra-Mural Studies, the People's Educational Association, the Sierra Leone Adult Education Association, and from government ministries such as Education, Cultural Affairs and Sports, Health, Agriculture, Trade and Industry, Rural Development Social Services and Youths, and Information.

For seven full days course members were engaged in discussing critically the various development problems highlighted by six case studies. The case studies focussed on the problems of management of organisations, mobilization and use of resources, cooperation at various levels, and the implications of foreign aid. The programme was arranged in such a way that group discussions of case studies were preceded by 'talks' directly related to the themes of the case studies. Four such 'talks' were delivered during the course by 'guest speakers', some of whom stayed throughout the course.

The discussions took place in thirteen plenary sessions and seven group discussion sessions. The training was made more realistic through being practice - oriented. Each course member, working with colleagues in a group, had the opportunity to act out certain roles in the case studies. The pattern was truly inter-professional.

On the seventh day of the course, members were able to evaluate the outcome of the programme.

This report highlights the main features on the course, and includes summaries of group reports and presentations by speakers. It

is divided into six sections. Section I provides the Introduction and Background to the orientation. Section II deals with the official opening ceremony. Section III presents the written texts of talks given by 'guest speakers'. Section IV contains the summaries of reports of Groups on discussions of the six case-studies which formed the pivot of training. Section V deals with the Role Play and Section VI with the findings from the evaluation of the course.

B. Background to the Orientation Course

In 1987 and 1988, the Adult Education Unit of the Ministry of Education conducted training programmes for middle-level personnel (mainly clerks) in government ministries and departments in the four regional headquarters. The seminars were intended to provide opportunities for clerks and typists to improve on their level of competence in secretarial duties, store keeping, communication and other related skills.

At the end of the seminar conducted in Kenema, in the Eastern Province, in April 1988 some trainees recommended that senior personnel in their departments should be provided a similar opportunity for training. Implicit in this recommendation was the suggestion that top personnel manifested certain deficiencies which were apparent to their subordinate staff. What those lapses were, no one cared to know at the time.

During the course of 1988 the reports of seminars for clerks were studied more closely, and the Adult Education Unit decided to follow-up on some of the issues which were raised by participants. It was agreed that in order to respond to the recommendation in respect of senior personnel a survey of their training needs should be conducted. A questionnaire was prepared by a team of researchers and addressed to a sample of 45 professionals holding senior and responsible positions in several service fields, including Education, Health, Agriculture, Finance, Trade and Industry and Social Services etc. By December 1988, 20 completed questionnaires were received from personnel in a total of 10 agencies, three of which are non-adult education based.

At a 2-day meeting involving three analysts, the data gathered was collated and analysed. The sample from whom completed questionnaires were received were judged to be fairly representative of all groups envisaged in the project. The analysts also concluded that the findings were essential and adequate guide for the selection of course components, methodologies, resource personnel and other resources.

The findings revealed that top-level personnel were constrained by problems relating to management of personnel and resources, cooperation at personal, institutional and international levels, and the lack of understanding of the implications of foreign aid.

In April 1989 a workshop was convened in Bo, Southern Province, to examine the findings from the questionnaire and prepare appropriate training requirements to respond to the needs identified. The Bo workshop lasting for four days and involving 19 participants, was able to develop six cases studies on Management, Resources, Cooperation and Foreign Aid. The draft materials were pre-tested in August and revised in October 1989. Following further editorial work a training manual was produced by the Adult Education Unit in February 1990. The manual forms the core of the orientation course which is the subject of this report.

The course attempts to achieve the following aims:

1. To provide the opportunity for top-level professionals to
   (a) discuss and critise ways of tackling various developmental problematics
   (b) learn actively with the support and cooperation of other professionals.
2. To foster in experienced professionals an understanding of the nature, significance and methods of:
   (a) co-operation at personal, institutional and international levels
   (b) resource management (both human and material)
   (c) foreign aid.

3. To provide realistic and practical experiences to illustrate these understandings.

4. To provide the experience and encourage the formation of personal attitudes on the part of course members which can be expected to support continued learning and practice in the field of adult education and development.

M.B. LAMIN
ADULT EDUCATION UNIT
MECAS
NEW ENGLAND
FREETOWN
1 SEPTEMBER 1990.

Section II

OFFICIAL OPENING CEREMONY

A. Welcome and Introduction of Chairman

At 9 a.m. on Thursday, 19 April 1990, participants, officials speakers and invited guests gathered at the course venue for the official opening ceremony of the 7-day Orientation Course. Prayers were said in christian and muslim ways.

Mr. G.B. Alie, Principal of the Technical Training Institute, Kenema, welcomed all course members and spoke briefly on the importance of orientation courses for top level personnel in development work, especially in industrialized countries. Referring to the computer system now in operation in the Ministry of Finance, Mr. Alie regretted the fact that no opportunity were given to most people in Managerial positions in Sierra Leone to be involved in the introduction of this new mode of operation. That was why many problems were being encountered in the computation of salaries for public employees. He was confident that in the field of Adult Education problems would be minimised as a result of training for the top cadre.

Mr. Alie introduced the Chairman for the occasion, Mr. F.M. Lamin, Inspector of Secondary Schools in the Southern Province. Mr. Fadillu Lamin has been a Principal in a secondary school for over ten years and also a Manager of the Ansarul Islamic Mission in Sierra Leone. His vast experience in the field of Management qualifies him to serve as Chairman on the occasion of the official opening of what was essentially a Management Course.

B. Chairman's Opening Remarks

The Chairman, in his response, thanked Mr. Alie for his vivid introduction. Mr. Lamin described the topics of the training manual as being very interesting and rich in content. He said that they were relevant to personnel who have been principals, heads of departments and institutions, and managers of development projects. Reflecting on the course documents, the Chairman advised participants to work hard on the case-studies so that in the end they would do justice to the

course. He hoped that all participants would stay throughout the period of training to take advantage of the knowledge and experiences which would be offered by the various professionals present for training.

He thanked the Principal of Technical Institute for hosting the course; the DVV for providing professional and financial support, and the Adult Education Unit for mounting such a worthwhile programme for top-level personnel. He concluded by inviting course members to introduce themselves.

C. Statement by Head of Adult Education Unit

Mr. B.M. Coker, Organiser/Supervisor of Adult Education in the Northern Province, deputising for the Head of the Unit, expressed appreciation for the honour to make a statement. Firstly, he extended greetings from the Ministry of Education headquarters in Freetown, and assured the gathering that the mind and heart of the whole Ministry was behind the current Orientation Course.

Mr. Coker further stated that the Adult Education was flexible in its approach to the running of programmes throughout the country. The programmes include village-based functional literacy classes and seminars for extension personnel. Every effort was made by the Unit to improve on its various activities by the use of modern and scientific approaches with the direct focus on two key words: relevance and utility.

Mr. Coker praised the calibre of participants who have enroled for the course. He expected fruitful interchange of ideas to bring about the achievement of the expected aims and objectives of the programme.

D. Official Opening Statement by the Senior District Officer

Mr. Ernest A.S. Surrur, Senior District Officer, Eastern Province, officially opened the Orientation Course. He expressed gratitude to the organisers for inviting him to perform the task assigned to him. He commented that such a training was the first of its kind in Sierra Leone and will definitely be beneficial to participants. He implored

all course members to take full advantage of the opportunities offered to improve their efficiency and increase their productivity for national development.

Mr. Surrur was gratified that Kenema was chosen to host the training course. His presence as senior District Officer should underscore the importance government places on training for improved efficiency in the public service. The Ministry of Education, allied training institutions and other sectoral ministries have as their avowed policy the training of Manpower for increased and efficient productivity.

The S.D.O. observed that, even at a glance, one could see that a lot of effort had been put into the course programme. He thanked all who in one way or the other contributed to its fruition. In particular he mentioned the German Government for the support they are giving, through the DVV, to the Adult Education Unit and other agencies in Sierra Leone.

With these remarks he had pleasure in declaring the first Orientation Course for top-level personnel in Adult Education and Development officially open.

E. Vote of Thanks by a Participant

A participant from Makeni, Mrs. Iyesha Kamara, moved a vote of thanks on behalf of all course members. She assured all the speakers at the opening session that the various sentiments expressed and the words of advice given were fully appreciated by her colleagues. Commenting on DVV support to Sierra Leone Adult Education agencies, Mrs. Kamara said that there was urgent need for recipients of external technical and financial assistance to show evidence of self-reliance before such sources eventually dried up. This would be a more positive way of showing our gratitude for what DVV is doing to promote adult education in Sierra Leone. She thanked the Adult Education Unit personnel for conceiving the idea of providing the training opportunity for top-level professionals in the field of development. She was certain that her colleagues would have no regrets for leaving their busy schedules to enrol on the course. Finally, she extended

thanks to the Principal of the Technical Training Institute for making the facilities of his institution available for the several days that the programme would last.

Section III

TALKS BY VISITING SPEAKERS

Five talks were given during the course. They were intended to offer theoretical framework for the discussions on the case studies. The first talk on "Management and Leadership Styles" was directly related to the issues raised in the case study entitled THE DIRECTOR. The second and third talks given by Mr. M.B. Lamin and Mr. E.M. Senesie offer different perspectives on the problems of cooperation highlighted in THE VILLAGE CLINIC, THE MUSEUM PROJECT and A VILLAGE SCHOOL PROJECT. The fourth talk, by Mr. G.M. Sellu, dealt with the problem of resource mobilization highlighted by NAMUSU INTEGRATED RURAL DEVELOPMENT PROJECT. The final talk, by Mrs. C. Kayser, was directly related to the case study DONORS AND RECIPIENTS.

Course members were expected to apply the theories advanced to the practical realities illustrated by the six case studies.

A. FIRST TALK: MANAGEMENT AND LEADERSHIP STYLES IN DEVELOPMENT:

Mrs. O.C. Fewry who should have been visiting speaker, was unavoidably absent on this occasion. The Course Convenor, Mr. M.B. Lamin, agreed to lead the discussion of this topic under the chairmanship of Mr. Albert Lamin, Director of Kori Community Education Centre. Mr. M.B. Lamin based his talk on an article written by J.S. Ninomuja (Havard Business Review, 1988) which spells out seven leadership styles regularly encountered in the administrative field.

(i) The Godfather: He demands total control of the agency and absolute loyalty from employees. Subordinates are free to do routine duties, but everything they set out to achieve is dictated from above. Groups led by godfathers are often submissive and in-

effectual as managers themselves. They do however get things done and therefore become dependable subordinates.

(ii) The Ostrich: This type of Manager is fearful of changes in the status quo. He believes in non-confrontational approaches to problem solving, and would prefer difficult situations to simply case by themselves without anyone having to debate them. Groups led by ostriches often lack initiative, imagination and productivity.

(iii) The Do-It-Yourself: This type is governed by the motto: "If you want a job done well, do it yourself". He wants to handle everything, except the trivial tasks or those that require special skills. Do-It-Yourself succeed in making themselves indispensable to the groups they lead. The danger is that when unavailable for work they can cause the work of an entire agency to come to a halt.

(iv) The Detailer: This type of manager wants to know every detail of what his employees do. This attention to detail makes it virtually impossible for Detailers to manager large groups effectively. Groups led by detailers rarely have delegated responsibilities. When they do they are likely to be over-supervised by their boss. This creates a feeling of lack of confidence in subordinate employees. Prompt decisions can rarely be made under such circumstances.

(v) The Politician: The hall-mark of this type of Manager is flattery, which is often overdone. Groups led by politicians find that decisions taken by all are sometimes changed single handedly by their boss who may be concerned with pleasing superior officers. There is a desire to please everyone and to dulge criticism and complaints.

(vi) The Arbitrator: This type of Manager believes in team work. Arbitrators understand people and their issues which cause conflict. Their main weakness is that they tend to be too friendly with their subordinates. This leads them to make compromises at the wrong moment.

(vii) The Eager Beaver: This type of Manager is eager to get things done, and often ends up creating heavy workloads for subordinate

employees. Groups led by Eager Beavers may find themselves sadled with unnecessary workloads, which could prove demoralizing.

What type of Manager should we look for? It is obvious that we do not need to choose a single type from the list discussed. We need a combination of types which possess the following skills:

(i) Decision-making: Making the right decisions promptly after consulting subordinate employees is important in management.

(ii) Listening and Communicating: An effective manager is able to listen to the views of colleagues and be sensitive to their moods and attitudes. Above all he is able to communicate well.

(iii) Teaching: Effective management depends on ability to teach others how to be managers. This means delegating responsibility to subordinates and allowing them to represent manager where feasible.

(iv) Peace-making: An essential skill is peace-making. Effective managers know how to reduce conflict, and are ready to find solutions to such conflicts through determining their causes.

(v) Self-criticism: The best way to correct one's short-comings is to make an effort to determine one's mistakes. This means being self-critical and avoiding the notion that the boss is always right.

(vi) Leadership: It is important to have energy and drive in order to be an effective team captain. Other qualities like trust, modesty, politeness and patience are essential traits in good managers. Above all, employees should be treated as human beings first.

Mr. Lamin concluded his talk and handed over the floor to the chairman, who briefly summarised the main points highlighted. There was a lengthy discussion of the subject which everyone took a keen interest in. Course members were reminded that there was more time to discuss management styles when they divided into groups to work on the case study entitled "The Director".

B. The Participative Principle in Non-Formal Education

The Speaker was Mr. M.B. Lamin, Education Officer in the Adult Education Unit of the Ministry of Education, Freetown. The session was chaired by Miss Elizabeth A. Yavana, Literacy Organiser in the Regional Education office, Bo.

Mr. Lamin started his talk by defining 'non-formal education' in the words of Philip Coombs, as refering to "any organised educational activity outside the established formal school system, whether operating separately or as an important feature of some broad activity, that is intended to serve identifiable learning clientele and learning objectives." He then proceeded to describe the characteristics of forms of participation in practice.

I. The practice of participation

There are four forms of participation.

(1) Participation as collaboration

In this type, programme clients are usually briefed on the purpose of the programmes, and invited to take part in the activities with promises of reward on completion of programmes, or through bribes at the outset. The people participate as collaborators, on terms over which they have no direct control. Such a participative method is a reflection of the traditional use and representation of educational programmes, in which objectives come from outside the teaching-learning situation to control the outcome of knowledge and constrain the participants in the learning process. We are all very familiar with the high drop out rate associated with such programmes. The programmes simply fail to create any desirable impact on the populations concerned.

(2) Participation through organisation

Another form of participation arises from the common argument that people fail to take part in programmes intended for them because there is no organisation through which they can function. Providers of NFE therefore introduce organisations ostensibly to provide a platform for people's participation. But we all know that the setting

up of organisations is by itself no sufficient guarantee that participation will be induced. As long as decision-making rests outside such organisation their existence cannot but create a false sense of participation.

(3) Participation in Community Development Activity

In this type of participative method people are invited to be directly and actively involved in specific development activities - such as physical improvements at community level. They have a say in the planning and execution of the project. But the dynamics of participation is ineffectual because it is limited to the task at hand. The means of sustaining participation after the specific task has terminated is completely ignored.

(4) Participation as a process of Empowering

A fourth form of participation is directly linked to the participative principle in rural development.

II. The participative principle in NFE

The participative principle is related to the changing concept of education which places greater value on developing the human being in order that he may become an agent of his own development as defined in his own terms rather than being a mere beneficiary of development as defined by someone else.

Crucial to an understanding of the participative principle is the idea that if development goals and strategies are to reflect the values of a population, members of that population must have access to decision-making. It is based on the proposition that development shaped by a people's values is not only ethical, but also potentially more effective because it is based on changes they can accept.

In Non-formal Education (NFE) the essential purpose of participative methods is to provide for students views of the world by allowing their own "generative themes" to form the programme content of education. This direct functional responsibility extended to learners influences their motivation to learn.

The participative principle requires that agreement should be reached within a highly articulated consultative system. It does not however allow the simplistic view that all decisions must be made collectively by the manual workers. It is sometimes difficult to discern popular interest from large groups. Experience shows that usually only a few may express their interests if the challenge is thrown to the group. And even where decision is taken by the majority events may prove that there are few who are committed to it.

One of the contradictions in participatory methodology is that participatory practice negates and erodes the basis of central government, and destroys the condition for its own realisation. The participatory principle is a challenge to the tradition of state provision and control of education without consultation. Consequently, much participatory action may be stifled and undermined by the mechanics of social control.

The participative approaches empower men to analyse, determine and plan courses of action to intervene in and influence their own development.

There are four main stages involved in participation as a process of empowering. It begins at the level of decision-making where the central concern is with the autonomy of the learner in the planning process. At this level the learner takes part in an enquiry in which he is learning for himself with himself as subject of education. The most difficult learning experience occurs at this level because the degree and quality of decision-making is directly related to the participant's autonomy.

The second phase of the empowering process occurs at the level of programme execution. At this level we can be certain that the learner will perform well and learn new skills with enthusiasm because he has become a self-directed agent whose activities are based on intrinsic motivation. His participation will be absolutely voluntary.

The third phase of the empowering process occurs at the level

of 'participation in benefits'. Because he has been involved in working for goals he fully understands, his participation in the benefits of his own activities will be a superior one. His values have been included at the levels of decision-making and programme implementation.

The fourth and final phase of the empowering process is accomplished at the level of evaluation. Here, too, the learner is the the subject of education, and he evaluates the programme using criteria and values which are his own. He is able to analyse what he has achieved, or failed to achieve, and uses the knowledge gained in further decision-making to achieve other objectives he is fully aware of.

What avenues can the non-formal educator explore to help bring about this desired holistic experience?

One of the avenues is to institutionalize the committment to participation. This can be done if those in political/administrative authority create circumstances and structures which allow the population to participate in government. Decisions and actions are needed to address issues such as decentralization of authority, allocation of resources with positive discrimination in favour of programmes desired by the masses, and the enunciation of laws which facilitate the emergence and protection of institutions that represent the interest of the people.

The second strategy is to create awareness of participation through broadly - based educational campaigns. The committment to participation will not be effective unless there is sufficient publicity of its importance, and until all those concerned are provided information and knowledge needed to put it into practice. The campaign will involve briefing policy makers, training change agents in participatory methodology, and educating rural populations to utilise their own potential and build their self-confidence.

The third option is to choose programmes that seek to work with the people, not for them.

C. Strategies for Co-operation in Rural Development

The talk was delivered by Mr. E.M. Senesie, Literacy Organiser in the Adult Education Unit, Freetown. The session was chaired by Miss Miatta Monrovia, Job Developer in the OIC of Sierra Leone.

I. Why Emphasis on Rural Development?

Reasons: Taiwo Williams (1979) stated that people had wrongly associated Rural Development with agricultural output. But he says. Rural Development means increased opportunity relating to:

(a) Changes in the socio-economic structures in the rural sector, such increase in economic and agricultural growth, creation and sharing of socio-economic benefit arising from such growth.

(b) Accordingly Rural Development implies massive effort to increase production, create and spread employment, rooting out fundamental causes of poverty, disease and ignorance.

(c) It means modernisation that would increase productive capacity - i.e. to change attitudes by replacing the sense of dependence on natural environment by the Desire and Ability to manipute their environment.

(d) Therefore Rural Development includes:

(a) generation of new employment
(b) more equitable access to arable land
(c) equitable distribution of income
(d) widespread improvements in Health, Nutrition and Housing
(e) maintenance of law and order
(f) creation of incentives and opportunities for saving, credit and investment.

WHY SHOULD RURAL SECTOR BE DEVELOPED?

Reasons: (1) The 1975 World Bank Sector Survey on Rural Sector revealed that 85% of populations in developing countries lived in the rural area, mostly in the status of PEASANTS. There is a gross rural-urban income distribution inbalance with the urban sector having the lion's share.

The 1982 (JASPA) I.L.O. rural-urban income survey conducted for Sierra Leone buttressed the above statement. Accordingly it was concluded that the rural-urban income distributed gap in Sierra Leone was S.O.I. implying a strong inbalance against rural households.

(2) The World Bank Sector Survey also concluded that there was a Gross Food/People Inbalance in the developing countries, where increase population growth was far below agricultural food production. The implication is that there is a permanent dependence of developing nations on developed world for food import.

(3) The food/people inbalance in the developing world is not found only in food quantity present, but there is found also a serious threat of Nutritional deficiences especially in Proteins and Vitamins.

BASIS OF CO-OPERATION IN RURAL DEVELOPMENT

The first base is to have knowledge of partners whose cooperative intervention will lead to the planned change in the rural sector. Such partners include:

(a) Target group (mainly peasants),
(b) Change Agents
(c) Donor Agencies

WHAT ATTITUDES HAVE BEEN KNOWN ABOUT PEASANTS

E.M. Rogers and others discovered in their studies of peasants in Colunbia (1969) the following peasant attitudes:

1. Mutual Distrust in Interpersonal Relations

This means the mentality of mutual distrust, suspiciousness and evasiveness in interpersonal relations. In her observation a woman described the attitude of her neighbour Brazilian shun dovellers as follows - "They want to know everything ----------. Their tongues are like chicken feet scratching at everything ----".

2. The World Provides Limited Goods

They tend to view the world as having a short supply of such goods like LAND, HEALTH, LOVE, POWER, SAFETY etc. Their view therefore is that if any community member has abendance of the above, they do it by depriving other members of the community.

3. Their tendency to depend on/and at the same time are hostile toward government authority.

They have a tendency to depend for development in their villages e.g. well and road construction etc., thus defeating the philosophy of "self help" approach in favour of "Help Me" philosophy.

On the other hand because of their long experience at the hands of government exploitation, they become hostile to any government gesture.

4. Familism - this means the individual subordinates his own goals to those of the family or the kinship. He can defer his own goal to participate in the activities of his kinship.

5. Lack of innovations - The villagers or peasants were viewed as generally not re-acting to new ideas with a positive attitude. This had been attributed to the fact that it's difficult to convince the peasant to stop what he had been benefitting from doing to change to one he has no knowledge of.

6. Low Empathy - the peasants studied were discovered to be unable to project themselves in the image of another person. That is he could not play the role of another person. For example the peasants studied were discovered to have the ability to imagine what to do if they were president of their country.

7. High Illiteracy Rate - Apart from the fact that there was a high illiteracy rate among the columbian peasants, they were also functionally illiterate. This means - the inability to read and write symbols at a level of competence to allow one to carry out his role in the Customary System.

8. Had Limited Aspiration - they discovered in the peasants that they had limited desire for future status of being (living level, social status, education and occupation).

9. It was also discovered that the peasants lacked the spirit of deferred gratification. This means lacking the idea of postponement of immediate satisfaction in anticipation of rewards. It means they believed that impulse gratification was preferable to deferred gratification. Evidence of the opinion they concluded could be detected in the spending rather than the saving habits of peasants.

10. Peasants had limited view of the world.
This means they viewed their world is shaped in the present tense. The researchers attributed such attribute to the peasants (a) Limited time Perspective and (b) Localiteness because of their limited geographic mobility as well as their lack of exposure to Mass Media.

II. CHANGE AGENTS

B. These are professionals who influence innovation desicions in a direction deemed desirable by change agents. Change Agents influence the change by interacting with the target groups; they must seek to facilitate the client's decision to adopt or reject change; they should be tools in implementation of planned change programmes; change agents could be individuals or formal organisations.

ROLE OF CHANGE AGENTS

1. To establish change relationship - by marking target group believe you are component, trustworthy, emphatic with your clients.

2. Change Agent should diagnose the problem - by putting oneself in client's shoes.

3. Change Agents should examine goals of the project and alternative courses of action.

4. The Change Agent must translate intent of the project objectives into action to motivate client to change through giving assistance at the trial in the trial stage in innovation decision process.

5. Change Agents should stabilise change and attempt to prevent discontinuity - this means by providing support for the behaviour patterns, change agents increase the chances that the peasants will continue to use the innovation.

6. Achieving a terminal relationship - This means that the client should make target group become less dependent on resources of change agent; to become his own change agent and rely on himself.

C. DONOR AGENCIES

(a) May be Overseas or Local agencies

(b) Aid has certain strings attached

- Political
- Religious
- Project proposal including budgetting
- Time frame
- Monitoring and evaluation
  in some cases equipment is procured from donor country

2. Client's Evaluative ability:

This approach is used as strategy to:

(a) improve client's ability to seek information

(b) improve client's ability to define alternatives

(c) improve client's ability to evaluate these alternatives

By evaluating these alternatives it sharpens client's ability to decide adopting or rejecting new ideas.

3. Village opinion leaders

These may not be local authority, but have such qualities more than their followers -

(a) more formal education

(b) higher levels of functional literacy

(c) have larger farm acreages

(d) possess more farm and home innovativeness

(e) possess higher social status

(f) has higher achievement motivation

4. Development professionals or agents to adopt a reveal in learning approach through:

(a) eliciting their technical knowledge

(b) try to experience the world as a poor and weak person

(c) listen to the rural man, work side by side with him in his daily chores.

In short allow him to teach you his knowledge.

III. STRATEGIES OF CO-OPERATION IN RURAL DEVELOPMENT

A. Coercion - through authoritative rules of

(a) Central Authority

(b) Local Authorities

(c) Rich and powerful people

B. Change Agents/Donor Agency Participation

C. Participation of Client/Change Agents/Donor Agencies

A choice between the three strategies determine success/failure of programmes. Obviously the choice of strategies of coercion, and Change Agents/Donor participation in programmes may not be successful as that of Client/Change/Agent/Donor co-operation.

HOW DO CHANGE AGENTS ENSURE SUCCESSFUL CO-OPERATION OF CLIENTS IN PLANNED PROGRAMMES

CULTURAL FITNESS OF PROGRAMMES - Most programmes fail because they swim against the tide of their clients' cultural values. Successful programmes are those in which Change Agent has knowledge of clients' attitudes and beliefs, their social norms, and leadership structure He must also be involved in the programme planning stage as this will:

(a) help ensure clients' unique needs and are considered in planning programmes.

(b) increases clients' commitment to decisions made resulting from their participation in decision-making processes.

(c) legitimate collective innovation decisions.

5. Change Agent to encourage clients to engage in Participatory Research - wherein the community members will take actions in getting to know the facts of the community's problems.

This method (a) motivate them to take decision to investigate problems (b) gives them ability to plan a change (c) give them ability to be involved in implementation and (d) the ability to evaluate the change.

NB. The community has such resources as people, materials, equipment and time.

Because it has an inherent collective approach, it can be experimented, and has a social functions. Participatory Research is therefore scientific in approach.

This is the idea of a colleague Javier Parades.

D. Resources: Mobilization, Allocation and Use

The Speaker was Mr. G.M. Sellu, Senior Education Officer in the Adult Education Unit. The session was chaired by D.P. Musa-Koker, Regional Vice-President of PEA. The Speaker pointed to the inter-relatedness of the topics chosen for talks by visiting speakers and suggested that two themes are common to all, namely, Planning and Management.

Introductory Remarks:

Topics chosen for the training programme are inter-related so one would have cause to repeat some of what might have already been said. Indeed they serve as reinforcement which is essential for a learning process e.g.

- Management and Leadership styles in Development
- Participative Principle in Non-formal Education
- Strategies for co-operation in Rural Development
- Resources: Mobilization, Allocation and use

Common themes that run across those topics include the following:

(a) Planning
(b) Management

Planning involves:

- Identifying the problem
- Evaluation of the Problem
- Problem statement
- Establishing goals

The essence of the managerial process, therefore, is planning, innovation, co-ordination, administration and control. If there is a key word to describe management it is probably co-ordination. Co-ordination includes some decision-making; establishing broad objectives, initiating and approving changes in key personnel and in management

organisation, approving decisions on various matters in terms of the improver's interpretation of broad objectives, approving decisions on specific matters to avoid conflicts with other decisions.

Management in this broad sense is not confined to private enterprise. It is also essential for the successful operation of a government department or agency, a public enterprise, a trade union, a non-profit organisation or a school, a college or university.

II. Concepts:

The Advance Learner's Dictionary of Current English has the following definitions:

(a) Resource: Wealth, supplies of goods, raw materials, etc. which a person, country etc. has or can use e.g. a country's mineral wealth, potential water power, the productivity of the soil.

(b) Mobilise: Collect together for service or use, especially in war.

(c) Allocate: Give, put on one side as a share or for a purpose.

On closer examination of the topic, we would like to be clear about the content or domain of mobilisation and by whom.

(a) Village setting
(b) Chiefdom or a collection of villages
(c) District or collection of Chiefdoms
(d) Region or collection of Districts
(e) Nation

Is the mobilisation done by a Government Ministry or Department, or Agency, by a Public Enterprise, a Trade Union, a Non-Profit Organisation, a School, College or a University? (Formal Organisations).

What kind of Management (Personnel/Organisational) approach is used:

(a) The Authoritarian Approach (usually centralised) with stratified authority.

or (b) The Human Relations Approach.

III. For our purpose and according to current thinking in development circles, I would like to concentrate on the following categories or resources:

(a) Human/man as the most important resource
(b) Funds/Money
(c) Materials and Equipment
(d) Land/Natural Resources
(e) Time

Also, the underlying factor in mobilization is motivation which involves arousing, sustaining and directing interest.

The key phrase in the meaning of allocation is "For a purpose."

On the concept of use of resources, I would like us to deliberate on proper Use, Improper Use and Misuse of Resources.

Perhaps the questionable allocation processes of resources or imbalance in distribution which may lead to Misuse may be considered as a Management Problem.

While the human resources available to management in an organisation are only one part of resources which must be co-ordinated, it is through the combined efforts of people that monetary and material resources are utilised for organisational objectives. Without human efforts, organisations cannot accomplish their objectives. Consequently, the organisation and motivation of human efforts - the personnel function of management - is a central responsibility of management everywhere. Indeed - itself involves inter-personal relationships, in few or many layers from the top erective downward.

The effectiveness with which managerial and professional human resources- high-talented manpower - are co-ordinated and utilised accounts in important measure for success or failure in organisational objectives.

IV. I would like to discuss resource mobilization strategy for small projects. Perhaps the principles involved could be applied to bigger projects.

How do people get together to address a common need and fund raise for its completion?

- Identifying and expressing needs
- Leaders and other people who can help
- Contributions from your own community
- Contributions from outside your own community
- Monitoring the progress, evaluating the outcome.

E. Foreign Aid and its Implications: some Questions

The Speaker was Mrs. Christiane Kayser, Head of the DVV Liaison office in Freetown. The session was chaired by Mr. Mohamed Idriss, chairman of SLADEA Kailahun Branch and Principal of Ahmadiyya Secondary School. Mrs. Kayser raised several questions for open discussion, and suggested that the most reliable way to determine whether there is a balance in the mutual advantages accruing to donors and recipients would be to refer to specific projects receiving foreign aid.

Foreign Aid and its Implications: Some questions

Foreign aid consists of financial, technical and professional assistance. It can take the form of gifts or loans.

Who provides foreign aid?

1. UN system organisation: UNESCO, UNICEF, WHO, ILO, World Bank, IMF, UNDP .....
2. Other multilateral donors at governmental level: EEC, Arab Development Bank .....
3. Foreign governments provide bi-lateral governmental aid, some of it financial, another part technical: PR of China, FR of Germany (GTZ), the USA (USAID), France, Italy, the UK (British Council) .....
4. Non-governmental organisations, trade-unions, solidarity groups, from the North or - sometimes - from other developing countries: CARE, Water Aid, VSO, CUSO, DVV, CIDA, Medecins du Monde, Plan International, OIC .....
5. Churches and religious development associations: CRS, CES, CCF, EZE, YWAM, Islamic Development Agencies, International Council of Churches, Christian Aid, German Agro-Action .....

6. Foundations of political parties or firms: Ford foundation, Rockefeller foundation, F. Ebert-Foundation, K. Adenauer-Foundation .....

7. Private individuals: .....

Some of these are present in-country, others co-operate without sending out people.

What are the differences between all these categories?
What experiences do you have in dealing with them? Explain advantages and disadvantages.

Who receives and works with foreign aid?

1. Governments: through Ministries .....
2. Non-governmental organisations, trade-unions, solidarity groups, co-operatives: SLADEA, PEA, FALP, Bunumbu Press, Boy's Society, CYC .....
3. Churches and religious organisations: UCC, Catholic Church, different missions, Islamic organisations .....
4. Individuals: .....

Is the work of those organisations and groups useful?
Did it start before foreign aid came in?
Can it survive without foreign aid?
What is the relationship between donors and recipients of aid?

Foreign aid: a blessing or a curse?

We can safely refuse to assume that people and organisations from the North are acting purely out of generosity, unselfishness and humanity. History has taught us to distrust such a view of things. It seems more realistic to start from the assumption that in every case there must be advantages to the donors as well as to the recipients. We must ask ourselves, how both sides

benefit and whether there is something like a balance in the mutual advantages. This can only be done by concretely referring to specific projects.

Discuss the following statements. Always try to relate them to concrete examples. Are they confirmed by your experiences?

Foreign aid is mainly a means for the developed countries to sell the machines, products and experts there is no market for in-country.

Foreign aid permits governmental and non-governmental organisations in developing countries to do important social, educational and cultural work that could never be financed by in-country means.

Foreign aid disrupts traditional structures and thereby does more harm than good.

Foreign aid makes it possible for a multitude of non-governmental organisations and groups to survive and thereby promotes pluralism and diversity of ideas and programmes.

Foreign aid prevents the governments of developing countries from working out their own policies. It dictates uniform measures that are often not adapted to reality.

Foreign aid is mainly geared toward the underprivileged. It operates in favour of greater social justice.

Foreign aid prevents people from asking for their rights once and for all by keeping them quiet with little charities.

Foreign aid gives underprivileged people a chance to become aware of their situation and improve it.

Foreign aid works for progress and productivity, thereby improving the majority of the people's lives.

Foreign aid destroys people's dignity and crushes any attempt at self-help. It generates dependency at all levels.

No NGO, solidarity group is going to be able to raise enough money for education, development work, social work. This is true for developing and developed countries. The funds can only come from abroad as our own governments are not going to be able to provide them.

Add further statements.....

.....

.....

Are you in favour of accepting foreign aid?

Under which conditions and from whom?

What should be the contribution of the two sides, donors and recipients?

.....

.....

.....

F. Discussions on Talks by Guest Speakers

There were lengthy and lively discussions at the end of each talk, and all course members took a keen interest in them. It was possible to draw a clear distinction between cooperation and collaboration. Both were viewed as forms of participation but that collaboration was an inferior type and could not be equated with cooperation. Several issues linked to the problem of how to bring about inter-agency cooperation were clarified. The issue of proper management of resources was linked to good leadership. Members also discussed the issue of 'gifts' as aid, referring in particular to the PL480 from the USA. It was agreed that many beneficiaries of this aid are not aware that the money which is generated through the sale of products from American farmers could be used to promote farming in Sierra Leone. Members also judged as wise the practice of attaching foreign personnel to aided projects. Foreign aid was not simply a matter of money. Professional support was as useful as cash imput. A final point was that in systems that were un-democratic experience makes it more tolerable to insist on certain conditionalities before aid is granted on bilateral or multi-lateral basis.

Section IV

REPORTS ON GECUP STUDY OF CASE STUDIES

Three Discussion Groups were formed on the opening day, after the talk on Management and leadership styles. In dividing course members into groups three factors were taken into account. There was the need to have persons with interest in drama in each Discussion Group. Care was also taken to ensure that there were women in all three groups, and that no group comprised of members from a single region or service field.

After each talk, the groups which were assigned to different classrooms, went into sessions lasting for about two hours and studied in detail one case study at a time. Each group looked at all six case studies and submitted their report at a plenary session. A total of 18 Group Reports are therefore covered in this section.

A. Reports on Case Study One: THE DIRECTOR

The three groups presented their reports in the afternoon of the first day. The Chairman for the Session was Mr. M.O. Quee, Education Officer in the Regional Education Office in Makeni.

1. Group One:

The Secretary of the group, Miss Elizabeth Yavana, presented their report. The group highlighted some managerial styles associated with the project director in the Case Study as follows:

- the godfather, ostrich, politician and do-it-yourself.

The group noted "strong will" as a leadership quality which they admired in the director. They listed two prescriptive measures to correct the shortcomings in the director:

- have a dialogue with director
- provide training in effective management and leadership skills.

The following three weaknesses were identified in the subordinate staff:

- they are very submissive
- they lack knowledge of their rights as workers
- they are cowardly in asserting themselves

To help the staff overcome these lapses the group suggested that they should be guided by trade unions and that some awareness building about their situation should be done.

Putting themselves in the place of the Deputy Director the group said that they would not have resigned their post. Rather they would have established contact by letter with the project Board of Directors to draw their attention to the existing situation. A copy of such correspondence would be sent to the director and senior staff.

2. Group Two Report: The Secretary was Miss Martina Kabba, Literacy Organiser in the Regional Education Office, Kenema. The group described the Director as self-centred, arrogant, exploitative and snobbish. He nevertheless has "strong will" which the group considered an admirable character in a leader. The following corrective measures were suggested to remedy the shortcomings in the Director:

- the workers and community members should protest against the Director's behaviour.
- Management training should be provided for the Director.
- An inquiry should be set up to investigate the Director's conduct.
- The existing project Board should be scrapped and a more efficient one appointed in its place.
- A competent external evaluator should be appointed by the funding agency.

The group detected that the weaknesses in the subordinate staff included inferiority complex, timidity and over-tolerance. The staff could be helped to overcome these lapses by organising them into a worker's union to protect their interests and involving them in leadership training.

As Deputy Director the group would not have resigned their post. They would have appealed to the staff and community for financial support to take care of the funeral arrangements. They would formally report to the Director on his return. Finally they would request a Board meeting through the chairman, and copy the Director. It was the view of the group that the Director's style of management was a combination of the godfather and the ostrich.

3. Group Three Report: The group Secretary was Miss Miatta Monrovia, Job Developer in Sierra Leone OIC, Bo. This group described the Director as displaying the characteristics of the ostrich and the godfather manager. They did not see any leadership quality worthy of admiration in the Director. He exercises complete control of the organisation and expects everyone to depend on him. He does not believe in team work but takes arbitrary decisions. He loves the status quo and runs away from problems.

To correct the shortcomings of the Director the group suggested that he should undergo a management and leadership training with special emphasis on teaching, listening and communication skills.

The main weakness detected in the subordinate staff is their fear of confrontation with their boss. They accepted everything the Director did, and protested only when he was away. To remedy such a defect the group suggested that a staff meeting be convened at which employees may be given the opportunity to express their grievance to the Directors. If this fails, a letter should be written to the Board of Director. If this also fails a peaceful demonstration should be held by the workers.

The group agreed that if they were faced with the circumstances the Deputy Director was in they would have expressed their concern

about the Director's attitude long before the crisis occurred. They would not have resigned. They would have calmed the demonstrating workers down, and asked them to put their grievances in writing to be later discussed with the Director. Finally they would have explored other means of conveying the corpse to the deceased's home.

4. General Discussion of the Reports:

The Chairman, Mr. M.O. Quee, invited course members to react to the various reports. Two main issues were hotly debated. The first related to the admirable quality in the Director. Group Three Members maintained that there was nothing anyone could admire in a Director who was blatantly corrupt, overbearing and evasive. Members of groups one and two were, however, convinced that not withstanding the preponderance of bad qualities, there was energy and drive which enables the Director to act so decisively without reference to staff opinion.

The course convenor remarked that what was important is that a conclusion should be reached which was acceptable to the maximum number of course members. In his view, Mr. Lamin felt that members should not be biased by the overwhelming dictatorial and corrupt tendencies in the Director. If there was one quality which could be useful in management, members should not fail to point it out.

The second issue debated was the distinction between 'corrective measures' to shortcomings, and measures which simply beg the question.

The suggestions that subordinate staff should write letters to the Board or the Director and thereafter hold peaceful demonstrations were dismissed as inadequate responses to the shortcomings identified in the workers.

The concensus was that training and meetings which encourage dialogue between employees and management would be more relevant and appropriate.

B. Reports on Case Study Two: THE VILLAGE CLINIC

The Chairman for the plenary session was Mr. C.S. Luseni, Senior Lecturer in Community Development at Makeni Teachers' College. The Chairman varied the order in which groups reported by calling first on Group Three to present their findings.

1. Group Three Report

The Secretary on this occasion was Mr. M.S. Borbor, Assistant Co-operative Superintendent in the Ministry of Trade and Industry, Kenema. The group realised that Miss Keima and the District Health Officer tried to teach Co-operation. Miss Keima taught the village women to attend the clinic on specific days and at a specific time. The District Health Officer demonstrated some practice of Co-operation by introducing the new nurse to the chief, elders and people in a public meeting. The nurse failed to get the desired Co-operation of the people while the officer succeeded in bringing the people together.

With regard to Miss Keima's attitude to work, the group felt that she was self-centred which is a negative posture to work. She had an uncompromising and unsympathetic attitude to people. She proved to be an incompetent extension worker, especially regarding time for the clinic sessions. She did not take into consideration the culture and life-style of the people.

Faced with a similar situation the group would have discussed the time and days of the clinic during a meeting with village leaders to determine when it will be convenient for the village women to attend the clinic. Such a method of approach will lead to co-operation because the clients have been involved in decision making.

As the nurse's superior officer, the group would have invited

her for discussion of problems she was facing in the field. Together with the community the group would select the days and time convenient for people to attend the clinic.

2. Group Two Report

Miss Martina Kabba continued as Secretary to the group. In response to the question who is teaching co-operation in the passage, the group agreed that it was the District Health Officer who was teaching the community and the nurse that they should work together. The village women were also teaching the nurse to be flexible if co-operation from the community was to be induced. The nurse too was teaching the women that time was important in the performance of her duty. The group agreed that the Health Officer succeeded but the village women did not succeed in their attempt to teach the nurse.

The situation shows that the nurse wanted to work. However, she was unethical because she did not attend to the sick as a result of her fuss about time. She was task-concerned by being interested in the job, not the people. The group noted her youthfulness and inexperience in rural development work.

Her attitude to the people was inflexible. This resulted from her 'top-down' approach to programme planning. She was a poor communicator because she failed to have dialogue with the people. She was quick to cast blame on others and completely unprepared to learn from the target group. She was incompetent as an extension worker because she was ignorant of the rural set-up. She was unable to adapt herself to the new environment because she exhibited poor human relationship.

If the group was faced with a similar situation as the nurse they would advocate for an integration of TBAs into the health programme. They would make an effort to learn from the rural people. Respect for people's values will induce

their confidence in the change agent, and eventually their co-operation in development work. When the traditional healers and birth attendants are integrated into the programme the rural population will not seek to work outside the clinic.

As nurse Keima's Superior Officer the group would have investigated the causes which gave rise to the recommendation to close the clinic. The findings from such an inquiry would determine what further action the group would take.

3. Group One Report

The Secretary on this occasion was Mrs. Satta Conteh, Literacy Organiser in the Regional Education Office, Makeni.

The group observed that three sets of people tried to teach co-operation. The nurse tried and failed to teach co-operation because she decided on when the clinic should open without consulting the beneficiaries of the programme. The women, on the other hand, tried to teach co-operation by coming early to the clinic on the prescribed days. The District Health Officer provided scope for co-operation by convening a meeting at village level to introduce the nurse. He did not, however, make a follow-up.

The nurse's attitude to work was negative. She lacked knowledge of the socio-cultural milieu. She was conscious of herself being an extension of central authority. The group viewed this as over-ambition. With regard to people it was noted that she was disrespectful, inflexible and unfriendly. As for job competence, the group agreed that inspite of her professional qualifications and her enthusiasm to work, she failed as an extension worker.

If faced with the same situation the group would convene a meeting of traditional birth attendants, village elders and the women folk to find out why they were not attending the clinic on the time specified. The group would educate the community on the essence of the clinic. An effort would

then be made to involve them in the planning of the programme's execution.

As the nurse's superior officer the group would recommend an investigation team to visit Kalia to find out the following:

- times and days of clinic
- attendance
- suitability of location
- efficiency of nurse

This would enable the group to evaluate the project and decide on further line of action.

4. Discussion of Group Reports

One main issue was lengthily debated before a consensus was reached. It is linked to the question 'who is teaching co-operation to whom?' Course members were asked by the convenor to review their conclusions in the light of the talk given on the "participative principle in non-formal education". In particular a distinction was needed between trying to bring about co-operation, and demonstrating how collaboration works. Can the District Health Officer's involving local people in a meeting to introduce the nurse be viewed as teaching co-operation, or was he merely soliciting their collaboration on terms over which they had no control? How could the nurse be said to be teaching people co-operation when they were not involved in decision-making?

After much heated discussion members agreed that co-operation, as distinct from collaboration, involves the application of the participative principle. The best way that co-operation can be brought about is through learning by experience not by teaching. The village women were well disposed to learn to cooperate but the nurse did not provide them the support they needed. And as the District Health Officer made no follow-up, there can be no question of his trying to teach co-operation.

C. Reports on Case Study Three: NAMUSU INTEGRATED RURAL DEVELOPMENT PROJECT

The session was chaired by Mr. John Fefegula, Director of the Community Education Centre, Pujehun. He called on Group One to present their report.

1. Group One Report: Miss Agnes Yavana presented the report on behalf of her group. The group identified poor planning, mobilisation and allocation of resources as the main problem highlighted in the case-study. Evidence of this is revealed in the attempt to do too many things at the same time. The project document is silent on project phases. Also, only 40 people out of an employment force of 148 are earmarked for field work.

In matching resources with goals, the group decided to make the following changes as a means of saving costs and maximising efficiency:

- reduce the junior staff
- have one project manager and three project co-ordinators
- retrain field officers to work with villagers
- have a village committee in each village comprising seven people, including group promoters and field assistants.

The group found the following goals unrealistic:

- construction of 1,000 latrines and 40 protected wells, when there are no materials and equipment for building projects, and when labour force in the villages is small.
- 60% of community members to embark on backyard gardening without agricultural tools and seeds,
- the building of additional schools and the renovation of existing ones in the absence of necessary equipment and materials.

2. Group Two Report: The report was presented by Miss Martina Kabba. The group agreed that the main problem highlighted by the case-study is poor planning which has led to other problems, including:

- objectives not matching with imput and time frame
- personnel not recruited in some areas, while in other areas there is duplication of personnel.
- mismanagement of resources.

The group advocated for changes in project resources as follows:

(a) Personnel required

- one project manager
- one project co-ordinator
- one accountant
- one accounts clerk
- ten field officers (2 for construction work, 2 for Literacy, 3 for Agriculture and 3 for Health)
- fifteen field assistants
- seventeen junior staff
- one project engineer

(b) Equipment required

- Two vehicles
- Five tractors
- Ten Motor cycles (1 for each field officer)
- Two generators
- Two typewriters
- One photocopying machine
- One Video set
- Stationery
- Seed rice and fertilizer
- Drugs
- Building materials for schools and bridges

The group agreed that where retention was made the provision was considered necessary and adequate. Where ommissions were made it was felt that provision was unnecessary or superfluous. Where additions were made it was felt that there was need to provide.

The group found the following goals unrealistic in the light of the period (3 years) required for their attainment:

- reducing infant and maternal death rates from 180 per 1,000 to 90 per 1,000
- constructing 1,000 latrines and 40 protected wells
- reducing illiteracy by 50%
- growing enough food to feed the entire community.

3. Group Three Report: The report was presented by Mr. J.J. Bull, Regional vice-president of SLADEA. The group realised that the main problem highlighted in the case study was poor planning underlined by improper allocation of resources. There was, for example, no provision made for health and literacy components of the project.

In an effort to match resources with goals the group agreed that the following changes in resource mobilization were necessary:

(a) To cut down on total number of project personnel from 143 to 44 as follows:

- One Project Manager
- One Deputy Project Manager/Co-ordinator
- One Accountant
- Five Field Officers
- Fifteen Field Assistants
- Seven Drivers
- Three Tractor Drivers
- Two Mechanics
- Two Cleaners
- Two Messengers
- Two Clerk/Typists
- Two Security Officers

The group recognised five main components of the project, namely: Health, Agriculture, Social Services, Education and Construction. Each area would be supervised by one Field Officer and three Field Assistants.

(b) To provide for the following equipment:

- Six vehicles
- Three Tractors
- Spare parts for vehicles and tractors
- Fifteen Motorcycles (one for each field assistant)
- One generator
- Four refrigerators (3 kerosine, 1 electric)
- Two typewriters
- One vidoe/TV set
- Stationery
- Office furniture and office building

The group agreed that the goals relating to health, education, social services, agriculture and construction work were unrealistic in view of lack of provision of essential resources for these components.

4. Discussion of Group Reports:

The main area of debate was whether the time frame, 36 months, could be seriously viewed as a limiting factor on the attainment of objectives related to education, health and construction programmes. The predominant view was that given the equipment and materials required 36 months was sufficient time in which to achieve the goals related to literacy, mortality rates and food production.

The suggestion that the labour force in the project area is small was seriously queried because it contradicted the general agreement that project staff should be drastically reduced. Even if there had been a strong argument by all three groups that more personnel would be required by the project it would be reasonable to expect that the labour deficiency could be alleviated by a small proportion (10%) of the total population of 10,000.

One issue which escaped all the groups in their sessions was the absence of provision for remuneration. The general discussion stressed that salaries and allowances should not be assumed; there

should be a clear statement on them in the project document. The non-reference to salaries induced group members to assume that the villagers would be required to abandon their normal routine work to provide non-wage labout for the project.

D. Reports on Case Study Four: THE MUSEUM PROJECT

The session was chaired by Mr. E.M. Senesie. Group Two was the first to present the report.

1. Group Two Report: The report was presented by Miss Martina Kabba. The group came to the general agreement that the main problem highlighted was wrong priority, which led to clash of culture and interests. The following causes gave rise to this problem:

(a) The composition of MDA Membership of the Association was restricted to educated residents of Mokoba.

(b) The project had a "hidden agenda".

(c) The people were left out in the decision-making process.

(d) Development agents lacked cooperation among them.

(e) The idea of selling secret society masks.

The group would provide the following guidelines for MDA on how to implement the museum project:

- Membership of MDA should be restructured to include the local population.
- Identified community needs should be integrated into the museum project.
- The community should be educated on the importance of the museum project.
- The community members should be allowed to decide on which artifacts could be displayed in the museum.
- They should also decide on how to acquire such artifacts.

The group learned the following lessons from the failure of the museum project:

- There is need to adopt an integrated approach to development.

- Success of project depends on the participation and cooperation of local people.

- The cultural value of the community should be respected.

2. Group Three Report: The group Secretary on this occasion was Mr. David Mac-Tucker, Head of the Department of Community Education, Bo Teachers' College. The main problem which group members identified was poor planning on the part of the project organisers. Only the educated few and some chiefs were involved. After lengthy discussion members suggested the following as causes which gave rise to the problem.

- The elders and community members did not consider the project as their own.

- The cultural values and norms of the community were abused.

- The MDA failed to prioritize the community needs. The group suggested the following guidelines for the conception and execution of the museum project.

- MDA should focus on health and educational activities as integral parts of the museum programme.

- Membership of MDA should be open to all citizens.

- The museum project itself should receive prominence only when felt needs of the community are being taken care of.

The lessons learnt from the failure of the project include the following:

- To succeed in development work an agency needs to cooperate with other agencies.

- Programme planning should be undertaken with the people.

- The change agent should be ready to learn from the beneficiaries.

- Disrespect for cultural values will leade to programme failure.

3. Group One Report: The report was presented by Miss Elizabeth Yavana. The group agreed that the main problem the case study highlights is failing to plan with the people.

This gave rise to conflict of interests among the parties concerned.

The group identified two main causes of the problem. One was the elitist nature of the organisers, majority of whom were educated in the formal system. The other was the lack of proper understanding of the socio-cultural setting of the programme.

The following guidelines would be offered by the group on the conception and execution of the museum project:

- MDA should discuss museum proposals with local population putting forward all the options at their disposal.
- MDA should also liaise with other development agencies.

The group was able to learn several lessons including the following:

- A development project should address the real needs of the people.
- The cooperation of opinion leaders must be sought and maintained.
- The prevailing socio-cultural practices should be provided for in the conception and execution of any development project.

4. Discussion of Group Reports: The central issue raised for further debate was whether what the groups identified as the main problem highlighted by the case-study was not really one of the causes of the elusive problem. In other words, was it appropriate for the groups to consider "poor planning" as the problem? After some further reflection members agreed that poor planning had led to something which the case study had highlighted. The problem was lack of cooperation from the community in the execution of the museum project. The MDA had sought the collaboration of the population through the influence of the chief and elders. The leaders had used coercion as a means of securing public participation

in the project. The project failed because cooperation was lacking during the crucial phase of its implementation. Viewed from this perspective the issue of poor planning becomes an important cause which gave rise to the problem of lack of cooperation.

E. Reports on Case Study Five: A VILLAGE SCHOOL PROJECT

The session was chaired by Mr. A.M. Peseima, Editor of SLADEA. He invited Group Two to open the session.

1. Group Two Report: The Secretary was Mr. M.E. Koroma, Senior Tutor at the Technical Training Institute, Kenema. The group put forward the following as aspects of the problem of cooperation highlighted by the case-study:

- there is lack of effective communication
- there is lack of provision for participation by the community
- there is disunity as a result of inter-personal rivalry
- resources are improperly mobilized.
- the approach to leadership roles is wrong
- the timing of the Inspector's visit is wrong.

The group prepared the following guide for Mr. Ndawa on how to start the school project:

(i) Establish a better relationship with the chief

(ii) Have consultation with the chief about the project

(iii) Convene a general meeting through the chief to discuss project with community members

(iv) Apply to Ministry of Education for approval in a form of a project document

(v) Involve community in mobilizing resource and seeking technical support.

2. Group Three Report: The Secretary was Mr. John H. Fefegula.

The group identified four aspects of the problem of cooperation.

- lack of proper communication with chief and community.
- wrong choice of priority/goal: a school was not the immediate need felt by the people.
- lack of involvement of village community in decision-making.
- local politics created opposing factions in the village.

The group agreed to provide the following guide for Mr. Ndawa:

(i) He should begin by contacting local chief and discussing the project with them.

(ii) A meeting involving the village community should encourage decision-making in respect of the school project.

(iii) A School Building project committee should be formed.

(iv) The committee should apply to the Inspector of Schools for permission to start a primary school in the village.

3. Group One Report: The Secretary was Mr. Mambu Feika, Regional Representative of SLADEA (South). After exhaustively discussing the issues in the passage the group came up with the following views on the question posed.

The aspects of the problem of cooperation include:

(a) Communication: The community did not know about the school project. They thought it was related to the health programme.

(b) Conflict of interest: The school project did not take account of the basic needs of the people, including religious needs.

(c) Personality conflict: Mr. Ndowa did not show respect for authority in the village. This attitude was influenced by local political differences.

In the light of what was discussed on the above issues the group decided to prepare a short guide for Mr. Ndawa on how to introduce the school project.

- Mr. Ndawa should seek dialogue with the chief.
- A general meeting of the community should discuss community needs and agencies likely to provide support.
- A committee comprising some community members, the chief and Mr. Ndawa should be formed to prepare a plan of work for starting the school.
- Members of the community to discuss ways of mobilizing resources for the project, including local resources such as sand, sticks, stones and land.

4. Discussion of Group Reports: The general concensus was that the issues brought forward by various groups were complementary. There was little room for further argument. On that note the members returned to their respective groups to discuss the last case-study.

F. Reports on Case Study Six: DONORS AND RECIPIENTS

This session was chaired by Mrs. Iyesha Kamara, Literacy Organiser in the Regional Education Office, Makeni. The chairperson invited Group One to start the session.

1. Group One Report: The Secretary on this occasion was Mr. D.P. Musa-Koker. The group identified the development needs of Kong village as follows:

- To grow enough staple food
- To grow cash crops
- To exploit the forest resources

As a member of KADO the group would take the following steps to meet the needs identified:

- The Association and villagers would meet the Agricultural Extension worker and request him to conduct a feasibility study and advise on the viability of KADP.
- The rural development bank would be contacted to negotiate a loan.
- Local materials, labour and land will be provided by KADO.

- Farm imputs such as seedlings, fertilizers, pesticides and herbicides will be procured from the Agricultural Department.

The group regarded as objectionable the practice of purchasing all equipment and materials from donor country. The aspect of the foreign aid package which the group consider promotive of development include the provision of vehicles, external evaluator and allowances for the project.

Looking at the alternatives available the group would have sought foreign aid in the following areas:

- equipment and materials for rice production (machinery and spare parts).
- vehicles for transportation of tools and field supervision.
- finance to pay allowances, maintain vehicles and build storage facilities.

The group would seek aid in the form of a grant, not a loan.

2. Group Two Report: The Secretary was Mr. M.E. Koroma. After a lengthy discussion the group identified the following development needs of kong village:

- Agriculture, with emphasis on rice production
- Proper mobilization and management of resources
- Inter-Agency cooperation.

To meet the above identified needs the group would do the following:

- Train personnel through workshops and seminars
- Set up community development committees
- Set up farming groups
- Make use of local resources available, instead of importing foreign counterparts.
- Re-negotiate the terms of foreign aid

- Design a work plan/calendar for project activities.

The group objected to two aspects of the foreign aid package, namely, the purchasing of equipment and materials from donor country and the recruitment of a sole external evaluator.

The following aspects of the aid were viewed as promotive of development:

- Funding to last for 10 years
- Provision of foreign export as Director.

Looking at the alternatives available the group felt that there was no need for foreign aid in most areas.

Aid would have been sought in professional support such as the directorship on condition that his salary is paid by the donor agency. The aid would be requested in the form of a grant.

3. Group Three Report: The Secretary was Mr. C.S. Luseni. The group arrived at the following conclusion on the needs of kong village:

- staple food production should be improved upon; other crops, like coffee, cocoa and citrus fruits should be emphasized to bring in foreign exchange earnings.

The group would set about meeting theseneeds through "awareness education". The people have resources in their community but they lack the necessary awareness. Also the expertise of the agricultural personnel would be tapped. KADO would cooperate with existing groups involved in development work.

The group objected to the idea of purchasing all materials and equipment from donor country, when the community is capable of providing some of them. The group also rejected the track marshall tractors as unsuitable for the terrain. Finally, the

provision of too many bicycles as against one motorcycle was also objectionable.

All other aspects of the aid package were considered promotive of the development needs of kong.

The group agreed that foreign aid was necessary in the area of professional support, vehicles and suitable tractors. The condition would be that materials available locally should not be purchased from abroad.

4. Discussion of Group Reports: There was a long debate about the need for foreign aid when there were alternative resources in almost all areas of the programme - people, extension experts, seed centre, rural bank and smithery. Most members felt that aid was required in a limited area, mainly heavy equipment and vehicles. Small-scale agricultural projects could have succeeded without foreign aid.

The other issue debated was the preference for a grant as against a loan. Some cautioned that going in for a free gift often encourages people to be dependent and carefree. A loan is likely to force people to adopt a more responsible attitude to project implementation since the prospect of paying back would stare in their face.

Section V

ROLE PLAY

The groups were required to act out roles in two case studies each. Group One dramatised THE DIRECTOR and THE MUSEUM PROJECT. Group Two did THE VILLAGE CLINIC and A VILLAGE SCHOOL PROJECT. Group Three performed NAMUSU INTEGRATED RURAL DEVELOPMENT PROJECT and DONORS AND RECIPIENTS. The presentations were done in two Plenary Sessions, both of which were chaired by the Course Convener.

1. Comments on Role Play by Group One:

The land dispute was allowed to feature too prominently during the staff meeting which was intended to draw out the managerial tendencies in the Director. The chief and the Director were admirably recreated, the former in the way he expressed his anger, and the latter in the manner he treated his staff. On the whole the group performed very well.

2. Comments on Role Play by Group Two:

The Town Crier code-switched from Mende to Krio without any obvious reason. The nurse failed to create the impression that she was around and aware that women came to the clinic before 9 o'clock. The temperament of the TBA was admirable. The group was commended for a very good role play.

3. Comments on Role Play by Group Three:

It was noted that the NIRDP was a more abstract situation to dramatise. However, the group complicated the problem by failing to use the language common to the audience. Only the Town Crier (an additional role created by the group) attempted to reach a wider audience by using Krio, instead of Mende. There were occasional lapses, resulting from failure to remember certain details in the case study. This led to misinformation on resources available for the project. On the whole the group did a good job trying to make lively an abstract situation.

4. Comments on the Entire Role Play Sessions:

The general impression was that all members enjoyed playing the roles they had chosen in their groups. Apart from technical errors in presentation all groups succeeded in recreating the situation described in the case studies. More insights were gained into the situations through the dramatisation exercises.

Section VI

EVALUATION OF THE COURSE

The evaluation of the outcome of the course was undertaken by course members at the end of the last session on Tuesday, 24 April. Members were given a short questionnaire two days earlier and requested to complete and return it in sufficient time to allow the convener to analyse the information available and present the findings as scheduled on the course programme. The findings were presented by Mr. M.B. Lamin. The session was chaired by Mr. G.M. Sellu. The presenter said that a total of 44 forms were returned out of a possible 52. The overall rate of completion was encouraging. Only a few did not complete question 5, an apparent indication of their satisfaction with the content, method, and organisation of the course. There is no indication that the missing 8 forms represent any specific grouping whose inclusion would have materially changed the conclusions formed from the analysis.

He referred to the four-fold aims of the course which he had outlined during the opening day, and said that their achievement could not be reliably evaluated on the last day. This was because the educational process involved was short-term and entirely qualitative. The most reliable way to assess the achievement of the aims was by complex and long-term comparative analysis of behaviour and performance of course members. What had been attempted on the present occasion was to pose a few open-ended questions which elicit answers that give a reasonable indication of such positive effects on present and future attitudes and behaviour as members believe the course to have at the point of departure.

Five questions were posed:

1. What job have you been doing before enrolling on this course?
2. What job do you expect to do on your return?
3. Name three things which you have learned from the course.

4. Name three main things which you think you need to learn more about.

5. What would you like to suggest for the improvement of the course in terms of content, method and organisation?

Current and Future Employment

The first two questions were related to current and future employment. They were an implicit source of information about the extent to which members could be expected to act as multipliers for the teaching of the course. The responses to these questions revealed that almost all course members occupy senior and responsible positions in the field of education and development. They hold senior management positions in schools, colleges, adult education institutions and government ministries. All, but one, expect to return to their jobs. They are therefore likely to act as multipliers for the teaching of this course.

What has been learnt on the course

The third question was related to perceived outcomes of the course. Members were required to state three main things they had learned on the course.

The responses to this question showed that the greatest number of course members learned the skills that make a good leader. Through the group discussion sessions they had the opportunity to practice the skills of being patient, diplomatic and empathetic with other people, especially those older than and more senior to themselves. Many learned the value of role-play as a method of teaching by doing. Also they learned the value of working as a group. Some members learned about the proper use of resources and the strategies for cooperation in development work. The course was able to raise awareness about the importance of critically examining foreign aid packages to see the strings attached and the "hidden agenda". Most members have learned that the best way to circumvent resistance to change is for change agents to respect people and their culture Finally, members

learned the difference between cooperation and collaboration.

As a set of outcomesperceived by members from a wide-range of professional backgrounds this represents a very satisfactory response. We are not in a position to know what may happen later as a result of forgetfulness or regression. This is why we insist that long-term comparative analysis of behaviour and performance of course members is a more reliable evaluation strategy.

Future Learning Intentions

Question four was concerned about future learning intentions of course members. It required members to state three main things they wish to learn more about. The responses showed that a substantial number of course members want to learn more about various aspects of the course content. They want to learn more about foreign aid and its implications; more about integrated approaches to resource mobilization and use. Many want to develop their understanding of adult education and the skills involved in setting up literacy programmes. Some want to learn about project planning and the techniques of evaluation.

From these responses emerge a strong desire by course members to continue learning. It is an indication of the extent to which the course succeeded in whetting the learning appetite of many members.

Suggestions for the Future

The fifth question was intended to elicit reasoned criticisms of the way the course was mounted. It required members to suggest improvements for future courses with regard to content, method and organisation. A large number of course members indicated their satisfaction with the present course arrangements by simply writing "O.K." down in the spaces provided. Some decided that it was better to leave the section uncompleted as an indication of absence of any complaints. A few, however used the occasion to

recommend changes in course content and organisation. Some suggestions were impracticable, negative and ill-thought out.

The suggestion that the Adult Education Unit should provide a similar orientation for all top-level personnel in Sierra Leone, including village leaders and paramount chiefs, is considered a well-intentioned, but impracticable, response. It will be possible for more top-level personnel to have à chance to attend a course such as this if funds are available to mount three or perhaps four courses on a regional basis in other parts of the country.

With regard to content, some members suggested that the following areas be included: elements of book-keeping, communication skills, budgetting and financial control. More case studies were advocated to cover an area such as programme evaluation. These suggestions contradicted the view held by some members that there was too much to do in the number of days allocated for training.

The comments on course method included a suggestion for discussion and dialogue among participants. This may be an implied critism of the way some group discussion sessions were conducted. One member suggested that group members should have been changed after every case study. This was perhaps a way of indicating personal displeasure with members of his group. Two members suggested that visits to existing development projects should have been organised. Some members suggested that in future courses the talks given by visiting speakers should be given as hand-outs to participants.

On organisation of course, a few members advocated for a residential course to provide for "better rapport and enough time for discussions even after official time". One member, on a related subject, suggested that if the course is non-residential then internal travelling costs should be paid for all the days the course is run. This suggestion is an implied criticism of the effectiveness of the Adult Education Unit vehicle in handling large groups. Some members complained that the days were too long.

This response may have come from persons who are used to working shorter hours each day in their normal employment.

CONCLUSION

The orientation course was the first of its kind in in-service training of adult educators in Sierra Leone. If more top-level personnel are to have the opportunity to benefit from a similar training, a special effort is required to mount courses at regional level. Some members who have attended the present course could certainly be involved in providing the same quality of training in a subsequent year. An emphasis on adult education and communication is desirable if non-adult education based professionals are to learn about a central aspect of success in development. On the whole the experience has taught us that a large number of professionals can be trained in a single course if group work sessions become its hallmark.

A N N E X E S:

- C A S E S T U D I E S
- E V A L U A T I O N F O R M
- C O U R S E P R O G R A M M E

I N T R O D U C T I O N

The case-studies in this manual focus on some of the main areas of constraint which often threaten to subvert development work. The findings from a survey of the training needs of top-level personnel in the field of adult education and development, conducted by the Adult Education Unit, revealed that these top professionals are constrained by problems relating to:

(i) professional and administrative management
(ii) mobilization, distribution and use of resources
(iii) mechanism to foster cooperation at personal, institutional and international levels
(iv) the nature and implications of foreign aid

This manual has been prepared to help senior personnel cope with these problems. We have tried to relate the experiences in these simulation exercises as closely as possible to the realities they are intended to serve.

At the end of each case-study some tasks have been set for course members. The emphasis is on learning by doing. Try to respond to all the tasks as a group, and if possible, add some tasks of your own, especially those that will require you to demonstrate all the skills, knowledge and personal attitudes desireable in persons holding senior and responsible positions in service fields.

There are, no doubt, as many ways of presenting problems encountered in the field as there are methods of tackling them. These case-studies are only one of the several strategies we could use to respond to the training needs we have identified. We expect that course members will accept the situations as given, and steep themselves in all the details provided. There is no need to worry if some background information you need is absent. Discussion leaders will give further information orally to clarify the issues at stake.

Course members are expected to make their own decisions or judgements in each case, so it is important to respect the views of colleagues. After the individual interpretations, the group should endeavour to reach an evaluative judgement that is acceptable to the maximum number of participants.

The main value of an orientation course such as this one is that members will have the opportunity to learn actively with the cooperation and support of articulate colleagues. Together, you will discuss and criticise ways of tackling the various development problems. People learn best by doing. You may have to take on roles that are different from what you are accustomed to. This should enrich your experience. Have fun, in your imagined-real world, while learning.

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MINISTRY OF EDUCATION, CULTURAL AFFAIRS & SPORTS
FREETOWN
SIERRA LEONE
FEBRUARY 1990.

1. Case Studies

THE DIRECTOR

The Director is just from University and holds a B.A. Degree, with a Diploma in Rural Social Development. He is appointed Head of a project which has sufficient funding from overseas.

After a year's operation of the project, a decision is taken at a staff meeting for a formative evaluation to be undertaken. The criteria for the evaluator are suggested and agreed upon by the entire staff, and the person is identified. At the time of the evaluation, the Director appoints a relative of his to do the job instead of the person earmarked by the staff.

When a dispute arises over land that has been encroached upon by the project, the staff agree to invite the elders of the community to meet the Director and settle it. A date is fixed for the meeting and the elders arrive as scheduled, only to discover that the Director has left his office for another engagement without informing the staff. The elders return home with a sense of frustration and to the embarrassment of the staff.

The Director fills vacancies that occur in the project without consulting members of the project's Board. He convenes impromptu meetings which members of staff endeavour to attend even when not convenient with them. But on those occasions when members do not attend, the Director threatens their suspension or dismissal.

The project has three vehicles. One vehicle is retained and used only by the Director. The second vehicle is used by his wife and children. The third one which is placed at the disposal of the staff and the entire workforce, constantly breaks down and causes the Director to pay huge maintenance bills every week. On occasions, the project finds it difficult to pay staff allowances and purchase fuel.

While the Director is away, one of the workers dies. There is need to convey the corpse to the deceased's home, but the project vehicle is locked up. The entire workforce leads a protest to the Deputy Director who cannot help the situation. Faced with this new embarrassment, the Deputy Director decides to resign from his post.

(a) Describe the managerial style associated with the project Manager. What leadership qualities do you admire in him?

(b) What corrective measures would you prescribe to remedy the shortcomings in the Director.

(c) What weaknesses do you detect in the subordinate staff? How can they be helped to overcome these lapses?

(d) As Deputy Director, how differently would you have reacted in the circumstances described?

(e) Let members of your group act out the roles of:

- Director
- Deputy Director
- Elders
- Senior Staff
- Junior Staff

THE VILLAGE CLINIC

Miss Keima, a twenty-two year old Community Health Officer, from the Ministry of Health, is sent to Kalia town, in the Northern Region, to assist in reducing the high incidence of neonatal tetanus and other childhood killer diseases.

Miss Keima has recently completed a training course at a para-medical college and obtained a certificate in Community Health. She is posted to Kalia soon after a six months attachment to a central hospital in the provincial headquarters. She observed that in the big hospital some doctors went to work when they felt like doing so. Others would go only when a nurse telephoned them. How she longed to be in charge of her own station.

Kalia has several untrained traditional birth attendants (TBAs) and traditional healers. The women in the town are usually busy on their farms on all days, except Fridays.

On arriving in Kalia, Miss Keima is introduced to the chief, elders and people by the District Health Officer, at a meeting held in the town barrie. At this initial meeting, she informed the women that the clinic she was going to run would function on three days in the week: Mondays, Wednesdays and Fridays. They should go to the clinic with their children at 9 o'clock each morning on the days chosen. The clinic was situated at the extreme end of the town, in the opposite direction to the farm routes.

It was the time when marauding birds compel farmers to rise early and dash to the farms. On the first Monday that the clinic should open the women brought their children very early in the morning, in the hope that they would be attended to early enough to go to their farms. Miss Keima kept them waiting until 9 o'clock, the time she had announced to them. On the second clinic day, Wednesday, they again came very early for treatment. Miss Keima would not treat anyone before 9 o'clock. Most of the women wondered whether the clinic was for them or for the young girl who is sent to work in their town. They decided not to take their children to the clinic where no one bothered to treat them.

They once again turned to the untrained TBAs and traditional healers for all their health problems. Miss Keima concluded that the women of Kalia are uncooperative and unprogressive.

Consequently, she recommended that the clinic be moved to another town.

(a) There is an attempt to teach cooperation in the situation described. Who is trying to teach who? With what success?

(b) What does the situation reveal about the nurse in respect of:

(i) her attitude to work?
(ii) her attitude to people?
(iii) her competence as an extension worker?

(c) If you were faced with a similar situation as the nurse, how would you react? State the reasons which make you think that your line of action would bring about the desired cooperation.

(d) As Miss Keima's superior officer, how would you react to her recommendation to move the clinic?

(e) Assign roles to members of your group and dramatize the situation described in the case study.

NAMUSU INTEGRATED RURAL DEVELOPMENT PROJECT

Namusu Integrated Rural Development Project (NIRDP) is in the Southern Region of the country. It is an area located near lagoons and sand bars. Owing to the low-lying nature of the coastal area, land is fertile. The coastal lowlands are below 500 feet and there are a number of valleys and isolated hills. The project area is 25 square miles, and covers 15 villages. The population of the 15 villages is 10,000. Infant mortality rate is 180 per 1,000, and maternal deaths are equally high. The illiteracy rate in the area is 85%.

The main economic activity of the people is upland farming. Shifting cultivation is practised extensively. In the mangrove area swamp rice farming is also done. Fishing is done along the coast. Livestock, such as goats, sheep and chicken, are rearer. Trees are felled down for wood. Food shortages are not uncommon in the [illegible] season.

Namusu, a small rural community, has very clear evidence of underdevelopment in several areas, especially in health, agriculture, education and social services. Through the effort of a foreign visitor, a project proposal is prepared and a prominent overseas development organisation accepts its funding. The project is an integrated one, consisting in programmes in education, agriculture, health and other community services.

NIRDP has the following objectives:

- At the end of 36 months, infant mortality and maternal deaths to be reduced to 90 per 1,000.
- At least 60% of mothers to be able to identify signs and symptoms of six childhood immunizable diseases and take preventive and curative measures.
- To construct about 1,000 latrines and 40 protected wells.
- 60% of the Namusu community to embark on backyard gardening.
- To improve on the existing 15 school buildings and build 5 more.

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- To reduce the illiteracy rate in the project area by 50%.
- To change 15 palm stem bridges to concrete ones.
- To grow sufficient rice to feed the entire community.
- At least 70% of community members to be able to utilize the facilities and services available in Namusu.

Project Resources

Personnel

- Project Manager
- Deputy Project Manager
- Project Co-ordinator
- Deputy Project Co-ordinator
- Assistant Project Co-ordinator
- Accountant
- Assistant Accountant
- Financial Secretary
- 5 Field officers
- 5 Field Supervisors
- 15 Field Assistants
- 15 Group Promoters
- 95 Junior staff (clerks, messengers, cleaners, drivers, etc.)
- A Project Committee of 15 members from the 15 villages.

Equipment

- 6 Vehicles
- 5 Tractors
- 12 Motorcycles
- 2 Generators
- 4 Typewriters
- 2 Photocopying machines
- 2 Electronic Duplicating machines
- 1 Scanning machine
- 1 Video/TV Set
- Stationery (papers, stencil, files, pens, carbon, ink, etc.)
- Seedrice and fertilizer
- Office furniture
- The project to construct office for staff

Outcome

36 months after the NIRDP has been in operation the area continues to be plagued by most of the development problems that existed prior to the commencement of the project. Rice production is still low and the people continue to face food shortages in the rainy season. The bush and nearby rivers are used as toilet. Drinking water is a serious problem, especially in the dry season

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when the rivers and streams dry up. There is only one concrete bridge on the main road to Namusu. All the project vehicles are off the road; the tractors too are parked in the project garage. There are no new schools built, but repairs have been done on oxisting schools. The community centres started in the villages are only built up to wall height. Illiteracy rate stands at 85%. Infant and maternal mortality rate is now 170 per 1,000.

(a) What main problem does this case study highlight?

(b) If you should match resources with goals, what changes would you make in the project resources? Justify the re'ontion ommision or addition of the resources for NIRDP.

(c) Which goals of the project do you find unrealistic, given the existing project resources?

THE MUSEUM PROJECT

The Mokoba Development Association (MDA) is a non-governmental organisation based in the Southern Region of the country. It was founded three years ago, with the following aims and objectives:

- to promote unity and cooperation among various local organisations.
- to promote agricultural development leading to self-sufficiency in food production.
- to embark on activities that lead to self-reliance
- to promote cultural awareness among the people
- to promote the general standard of living of the people
- to forge links with national and international organisations with similar aims and objectives.

MDA comprises mainly educated residents of Mokoba. However, some community leaders are usually invited to meetings convened by MDA, especially when the Association requires local support for certain activities it wishes to embark upon.

At a recent inter-agency meeting, attended by some elders, the Secretary-General of MDA told participants that his organisation has successfully submitted a project proposal to an International donor agency interested in funding museums and cultural centres. In explaining the aims and objectives of the proposed Mokoba Museum and Cultural Centre, the Secretary-General said that MDA wishes to attract tourists to the chiefdom and thereby expose the area to development activities. MDA members believe that a museum of historical and cultural artifacts would bring tourists to Mokoba and,with tourists, development projects in road, transportation, housing, health and education. MDA was seeking local support in the provision of land, labour and materials available locally for its building project.

During the meeting a community health worker raised the hope of participants about some external assistance to build a treatment centre in Mokoba. An agricultural extension worker also spoke about what his agency was doing. He had recently conducted a survey of the farming needs of the chiefdom, and there were strong indications of some imput in the form of tools, seeds, fertilizers and pesticides.

Mokoba, the chiefdom headquarters, has a population of approximately 3,000 people, 51% of whom are women. There is no safe drinking water. The people rely on the river Moko for all their needs: cooking, drinking, bathing and laundering. There is an acute shortage of the staple food crop, rice, which has to be imported in large quantities even though there is enough fertile land and sufficient human resources to cultivate rice on a large scale. Diseases such as diarhoea, measles, whooping cough, tetanus and malnutrition are prevalent in the community. The nearest health centre is 20 miles from Mokoba, a distance usually covered in two hours by public transport.

The Paramount Chief of Mokoba has given his support to the MDA's current project by giving orders, through the town crier, that all able-bodied citizens take part in the Museum and Cultural project. All men could be involved in brushing and clearing the

building site. In addition, they would each provide four bucket-loads of stone every day for one week. The women would collectively prepare meals and collect water for the workmen engaged at the building site. Fines would be imposed on anyone not participating in the project.

Through the town crier, MDA announces the offer of cash for all artifacts (historical and cultural) which people are able to bring to the proposed centre. A lot of money is offered for various masks, especially the male mask devils (Nafali, Gorboi, Gbeni & Kongoli), and the female mask devils (Suwei and Gondeh).

News of the sale of cultural artifacts is treated with curiosity at first, and then concern. What could anyone want to do with artifacts? In any case, why should ancestral masks be advertised as commercial objects?

The Leaders of the Poro and Bundo societies meet and resolve not to participate further in the project. They receive the tacit support of the chief who no longer wishes to enforce the community labour scheme initially announced to the people.

The Mokoba Museum and Cultural Centre never progresses beyond the clearing of land and the piling of some stones at the site.

TRAINING TASKS

(a) Identify the main problem which the case study highlights.

(b) What causes have given rise to this problem?

(c) If your advice was sought, what guidelines would you provide for the conception and execution of the museum project?

(d) What lessons are there to learn from the failure of the museum project?

(e) Decide on who should play what role, and dramatise the experiences described in the case study. Here are some of the roles members can play. You may, if you wish, add other roles:

- Secretary-General of MDA
- Community Health Worker
- Agric. Extension Worker
- Paramount Chief
- Town Crier
- Villagers

A VILLAGE SCHOOL PROJECT

When in active service Mr. Braima Ndawa visited his village once every two years. He belongs to one of the ruling families in Ndadabu. In the last chieftaincy election he supported the losing candidate.

After retiring from active service as Finance Clerk in one of the secondary schools in the provincial town, Mr. Ndawa decided to settle in Ndadabu and build a school for his people. It was his own way of bringing development to his village.

Ndadabu has no safe drinking water. The Teya river provides for all their needs. Many children under five years of age have died of measles and diarrhoea. The inhabitants are predominantly Muslims who prefer their children to attend Koranic schools and to work with them on their rice farms. The nearest school is in the chiefdom headquarters, which is three miles from Ndadabu. The villagers have recently been promised a health centre which the visiting nurse said would be started in the next four months.

On settling down in Ndadabu, Mr. Ndawa arranged for some portion of their family land to be cleared for the school project. The plan for the school building has yet to be signed by the village chief.

Since he came to reside in the village, Mr. Ndawa has not bothered to discuss the school project with the chief. He relies on the support of his good friend, the District Inspector of Schools, to whom he has already sent a letter seeking approval to open a primary school in Ndadabu.

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The impression the Inspector of Schools has is that the school project is a community concern, so he decides to visit Ndadabu and determine the need for a school and the willingness of the people to support the project. The Inspector's letter announcing a visit to the village in four week's time is copied for the information of the chief. Although he did not realise it, his visit was going to coincide with the start of Ramadan.

The Inspector eventually arrived in Ndadabu and contacted Mr. Ndawa before the expected meeting with the chief and his people. The chief was under the impression that the proposed school project was an idea of the government, so he instructed the village crier to summon everyone to the barrie.

Some of the women who had seen the visitor arrive thought that the Inspector was a health officer. However, when told who the visitor was they decided to go about their business.

When Mr. Ndawa, the chief and the Inspector came to the barrie they found only a handful of people waiting to listen to them. The Inspector of Schools was deeply disappointed at the outcome of his visit, and he returned to his duty station with a sense of frustration. Mr. Ndawa did not know what next to do about his school project.

(a) What aspects of the problem of cooperation are highlighted by this case study?

(b) In the light of what you have discussed, prepare a short guide for Mr. Ndawa on how to set about introducing the school project.

(c) Identify as many characters as you can in the case study and let members of your group act out their roles.

DONORS AND RECIPIENTS

Kong Agricultural Development Organisation (KADO) is founded by a group of young men and women in Kong village, in the Eastern Region of the country. Kong is situated on a plain. It is surrounded by an extensive land area whose vegetation is mainly thick forest, with a few swamps regularly flooded by streams and rivers. It has a population of about 2,000, 60% of whom are young men and women. Most of the inhabitants are farmers. Rice, cassava, corn and vegetables are among the food crops grown. The land favours the growth of 'live' trees, so most farmers own plantations of coffee and coacoa. Citrus fruits are also grown. In addition, the people engage in hunting, fishing, the occasional gathering of palm fruits and the tapping of palm wine.

KADO proposes to embark on an agricultural development project whose main objective is to increase the production of the staple food crop, rice. There is a Seed Research Station in the Northern Region where new varieties of seeds are developed, tested and distributed to various parts of the country. The main Agricultural Department at the regional headquarters provides farm imput, such as seedlings, fertilizers and pesticides on low-cost basis. There are agricultural extension personnel in parts of the Eastern Region who may be called upon to give technical support to farmers.

There is a Rural Development Bank in the Region which provides credit facilities to farmers. The bank offers a maximum of Le600/- for food crop production, refundable at the end of the planting season at 5% interest. Cash crop growers may borrow up to Le2,000/-, at five per cent interest. The loan is refundable over a five-year period. Recipient farmers are required to provide two property owners as sureties, one of whom must be the Paramount Chief of the area.

There are mutual aid groups in Kong which offer assistance to their members on rotational basis, to brush, plough, weed and harvest. The village has a smithery where some farming tools such as hoes, cutlasses, knives and buckets are made.

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Through the help of a Peace Corps volunteer, who has since returned home, KADO receives overseas sponsorship for its agricultural project.

The Peace Corps is impressed by the effort of the villagers to come together to work towards a solution to their food problem. KADO's project, the Kong Agricultural Development Project (KADP) receives funding on certain conditions. The foreign agency, on the one part, agrees to support KADP as follows:

- to provide one foreign expert as Director of KADP
- to provide a minimum of 3 vehicles during life-span of project
- maintain vehicles controlled by Director
- purchase equipment and materials from donor country
- undertake annual evaluation through an external evaluator
- provide travelling and hospitality allowances to field workers
- funding to last for a maximum of 10 years, subject to renewal of project agreement biennially.

KADO, on the other part, agrees to provide local input as follows:

- one local expert as Deputy Director
- adequate land and labour for agricultural programme
- office space and furnished accommodation for Director
- salaries of local personnel
- KADO may not seek external aid for KADP without prior consent of foreign partner.

The foreign expert arrives in Kong and immediately sets about to execute the project. Equipment and materials which were shipped in advance, have arrived and are ready for collection. They include:

- 2 motor cars (a VW and a Land Rover)
- 1 motor cycle

- 12 bicycles
- 4 Track Marshall Tractors
- matchets, shovels, pich axes and wheelbarrows
- pesticides, herbicides and vegetable seeds

The Director observes that two important items, seedrice and fertilizer for rice production, have been omitted. On enquiring from his home country he is assured that some fertilizer was on the way, but not seedrice. He may have to contact the local seed centre where a new variety of seedrice, Anetoda, was available. Anetoda has been tested and proven to be of high-yielding capacity if fertilizer is applied to land before planting.

The Director allocates the motor cycle to the Secretary General of KADO, and the 12 bicycles to field supervisors. The two motor cars are under his control. One of them is reserved for his sole use, while the other is made available for use by the KADO senior personnel.

After conducting a survey of the land, the Director decides to shift project emphasis to the growing of coffee and citrus fruits for export. KADP establishes a Farmers Finance Company to provide credit facilities to farmers. Two loan schemes are introduced. The first provides for a loan of up to Le3,000/- for rice cultivation on a minimum of two acres of land. The loan is refundable over a period of 24 months. The second scheme offers a maximum of L30,000 to farmers cultivating coffee and citrus fruits on a minimum of five acres of land. The loan is repayable over a period of 48 months after the crops have started yielding. Both loan schemes require recipient farmers to provide two property owners as sureties.

The tractors are available to rice cultivators on daily basis for a small fee of Le100/-. Those who hire the tractors deploy them to clear the forest area and to plough and harrow the land. It is evident that track marshall tractors are effective mainly on Boliland and riverrain grassland areas, which are free of stumps.

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Frequent breakdowns lead to the ordering of spare parts for the tractors.

Rice seeds from the local seed centre are distributed at the time when fertilizers have not landed.

Periodic visits to KADP are made by senior personnel of the national Ministry of Agriculture. Radio broadcasts are made of these visits and the speeches delivered. On one of these visits the Ministry's officials discover that the two motor cars are locked up in the Director's garage while he is on six weeks home leave. The Deputy Director explains that the project boss was suspicious that project vehicles were being used by senior local personnel to transport wood and passengers.

In the first year of the project, rice cultivation which started late produces poor yields. In subsequent years the farmers concentrate on cash crop production. As a result of this shift in emphasis, Kong continues to experience huge deficit in the staple food production. The inhabitants have to rely, as in the past, on frequent imports of large quantities of rice to offset the deficit.

(a) Discuss the development needs of Kong village. Show how, as a member of KADO, you would set about meeting those needs.

(b) What aspects of the foreign aid package do you find objectionable? Which ones do you consider promotive of the development needs of Kong?

(c) Looking at the alternatives available, was there a need for foreign aid? In what areas would you have required aid? On what conditions?

(d) Let members of your group take on the following roles and recreat the experiences described:

- Foreign Expert
- Deputy Director
- Secretary-General of KADO
- Agriculture Officers

- Farmers
- Blacksmith
- Radio Broadcaster
- Peace Corps Volunteer

GUIDE TO DISCUSSION LEADERS

In conducting the sessions, proceed as follows:

1. Introduce a game (any game) which will require members of your group to move from their seats and do something. You are warming-up for the role play at a later stage of Group work.

2. Allow up to ten minutes for reading of each passage. Course members could take turns to read the passage aloud. You could vary the procedure by encouraging silent reading of some passages.

3. Let each member list down their responses to the questions asked. Allow up to fifteen minutes for this.

4. Ask each member to share their views with the group. Participants may have had experiences similar to those in the case study. Encourage them to describe such experiences at this stage.

5. You should now proceed to summarise the individual judgements formed during the discussion. The group should arrive at a conclusion acceptable to the maximum number of participants. This concensus can be arrived at through further debate.

6. In role-play, encourage all members to accept a role to play. In addition to the roles provided for in the case study they could be observers taking down notes for further discussion.

7. Prepare group report for presentation at plenary sessions.

8. Do not hesitate to use other strategies to enhance full participation of all group members. And do not fail to consult course members on the direction your group sessions should take.

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ORIENTATION OF TOP-LEVEL PERSONNEL IN ADULT EDUCATION AND DEVELOPMENT: 19 - 25 APRIL, 1990

EVALUATION FORM

1. What job have you been doing before enroling on this course?

.....

2. What job do you expect to do on your return?

.....

3. Name three main things which you have learned from the course?

.....

.....

.....

4. Name three main things which you think you need to learn more about.

.....

.....

.....

5. What would you like to suggest for the improvement of the course in terms of:

(a) Content? .....

.....

.....

(b) Method? .....

.....

.....

(c) Organisation? .....

.....

.....

ORIENTATION OF TOP-LEVEL PERSONNEL IN ADULT EDUCATION AND DEVELOPMENT: 19 - 25 APRIL, 1990

COURSE PROGRAMME

VENUE: TECHNICAL INSTITUTE, KENEMA

WEDNESDAY, 18 April:

17.00 - 18.30	-	Arrival of Participants. Registration at Course Venue.
18.30 - 19.00	-	Briefing of Officials, Visiting Speakers and Group Leaders.
19.00 - 19.30	-	Briefing of all Course Members

THURSDAY, 19 April

9.00 - 11.00	-	OFFICIAL OPENING CEREMONY
11.00 - 12.00	-	PL 1: TK 1: Management and Leadership Styles in Development.
12.00 - 14.00	-	GD 1: C-S 1.
15.00 - 17.00	-	PL 2: Presentation of Reports on GD1

FRIDAY, 20 April:

9.00 - 10.00	-	PL 3: TK 2: The Particitative Principle in Non-Formal Education.
10.00 - 11.00	-	PL 4: TK 3: Strategies for Cooperation in Rural Development.
11.00 - 11.30	-	R E F R E S H M E N T S
11.30 - 12.30	-	GD 2: C-S2.
12.30 - 14.30	-	B R E A K/L U N C H
14.30 - 15.30	-	GD2 Continues
15.30 - 17.30	-	PL 5: Presentation of Reports on GD2

SATURDAY, 21 April:

9.00 - 10.00	-	PL 6: TK 4: Resources: Mobilization, Allocation & Use.
10.00 - 12.00	-	GD 3: C-S3 (Refreshments served)

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12.00	-	14.00	-	PL 7: Presentation of Reports on GD3
14.00	-	15.00	-	L U N C H
15.00	-	17.00	-	GD 4: C-S4.

SUNDAY, 22 April:

9.00	-	13.30	-	F R E E
13.30	-	14.30	-	L U N C H
14.30	-	17.30	-	PL8: Role Play by Groups (C-S1 - 3)

MONDAY, 23 April:

9.00	-	10.30	-	PL 9: Presentation of Reports on GD4
10.30	-	11.30	-	PL 10: TK5: Foreign Aid and its Implications.
11.30	-	13.30	-	GD 5: C-S5 (Refreshments served)
13.30	-	14.30	-	L U N C H
14.30	-	16.30	-	PL 11: Presentation of Reports on GD5
16.30	-	17.30	-	GD 6: Planning Role Play: C-S4 - 6

TUESDAY, 24 April:

9.00	-	11.00	-	GD7: C-S6
11.00	-	11.30	-	R E F R E S H M E N T S
11.30	-	13.30	-	PL 12: Presentation of Reports on GD7
13.30	-	14.30	-	L U N C H
14.30	-	17.30	-	PL 13: Role Play by Groups (C-S4 - 6)

WEDNESDAY, 25 April:

8.30	-	9.30	-	PL 14: Evaluation of Course
9.30	-	11.00	-	CLOSING FUNCTIONS
11.00	-	12.00	-	L U N C H & D E P A R T U R E

***

Speakers

Mrs. O.C. Fewry, Retired Chief Education Officer (TK1)

Mr. M.B. Lamin, Education Officer (TK2)

Mr. Moigua Senesie, Literacy Organiser (TK3)

Mr. G.M. Sellu, Senior Education Officer (TK4)

Mrs. C. Kayser, Head, DVV, Freetown (TK5)

Course Officials

M.B. Lamin - Convenor

B.M. Coker - Rapporteur (1)

S.F.O. Koroma - Rapporteur (2)

G.N. Queen-Nyagua - Local Organiser (1)

M.M. Kabba - Local Organiser (2)

Discussion Leaders

B.S.S. Hemore, Health Education Officer, Ministry of Health

E.J. Sam, Senior Teacher, Municipal Secondary School

F.B. James, Regional Organiser, INSTADEX